

# **FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE IN SPEECH AT THE FOREIGN LANGUAGE ACADEMY OF WAKAF UMI FOUNDATION (ABA YW-UMI) MAKASSAR**

**CHUZAIMAH.** 2018. *Factors Affecting Students' Speaking Performance in Speech at the Foreign Language Academy of Wakaf UMI Foundation (ABA YW-UMI) Makassar.* Thesis of English Education Department of Graduate School of Makassar State University (UNM). Supervised by (1) Haryanto and (2) Sukardi Weda.

The aim of this research was to explore and to find out the factors that affected to the students' speaking performance in speech. The speaking performance can be affected by many factors either it is situation or time allowed around the speaking class.

This thesis used the descriptive qualitative method. To analyze the data, the researcher used the semi-structured interview, classroom observation to get the real data on attitude and situation during the speech performance. Five students were taken as research participants in this research.

The findings were collected from semi-structured interviewed and observation done in the classroom. The result shows that the factors affecting students' speaking performance in speech at the ABA YW-UMI were topical knowledge, confidence, time for preparation, anxiety, motivation to speak, listening ability, pressure to perform well and time allowed to perform a task. The topical knowledge, confidence and time for preparation were as the most factors affecting students' speaking performance.

## **A. Background**

English teaching and learning have the goal of focusing students so that they can use English for communication and as a tool for furthering their studies. In the process of teaching and learning English, there are four language skills are simultaneously performed, they are listening, speaking, reading, and writing. Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers.

In learning English, speaking skill is a preference for a lot of English as a Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language

learning based on how well they have improved in their spoken language ability. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to like the speakers of that language (Ur, 1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.

In foreign language teaching and learning, the ability to speak is the most essential skill since it is the basis for communication (S. Aungwatanakun, 1994) and it is the most difficult skill. Shumin (2002) stated that speaking English is the most difficult for learners. They seem hard to express their ideas, arguments, or feelings communicatively. Someone sometimes can understand what others say, but he/she is not able to communicate it. This happens because of the lack of practice, low motivation, and less communicative competence. The students who have low motivation and achievement in speaking English, perhaps due to the lack of opportunities in practicing it. So, teachers should give the students opportunities to practice speaking.

Teaching English speaking is a significant part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently have a contribution to the learners' success in the next phase of their life. Therefore, it is essential for the language teacher to give more attention in teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes designed place.

The success in learning language is also much influenced by strategies run by the learners. There seems to be no question that foreign language learners should be equipped with

appropriate learning strategies to learn target language more effectively and efficiently because language learning is an intentional and strategic effort (Chamot & O'Malley, 1996; Oxford, 1990). Chamot & O'Malley also have conducted learning strategy studies and found or acknowledged that successful language learners used learning strategies more frequently and more efficiently than less successful learners. It was also reported that less successful language learners do not know how to put the strategies together to make language learning more efficient.

Learning strategies applied will be different from learners to learners. The choice of the strategies is also determined by the personality of the learners. The personality has a lot to do with how fast and easily the learners learn a foreign language. If the learners are more outgoing and not afraid to take risks, the learners are the type of person who is not afraid to practice their new language skills. Also, being aware of how to take charge of their learning, the learners will learn faster.

The research that had been done by British Council in 2007 found that 69% of learners around the world said that they learned most effectively when socializing informally. This result suggests that many students learn best from their friends and family. Perhaps that is not surprising. The things the learners learn from their friends are often more immediately relevant to their lives than what they learn from a teacher in a classroom. Also, when they are relaxed, then they are more open to suggestion and new ideas.

At a Foreign Language Academy of Wakaf UMI Foundation (ABA YW-UMI) has an English language study program where its students take double degree program. Students, besides having a high learning motivation they also have more capabilities than the other students. Moreover, they are an English majors study, so they already have a learning experience and competence in the English language. In learning activity, students of ABA UMI

particularly students of four semesters were tough a subject namely speech. Speech considered as one of the methods is used in practicing the ability of students' speaking. In speech implies the capacity to produce the distinctive grammatical structures of the language and to use them effectively in communication taking into consideration the characteristics of spoken grammar.

Based on this phenomenon, the researcher is interested in analyzing the factors affecting their performance in speech in speaking class. So the title of this research is Factors Affecting Students' Speaking Performance in Speech at the Foreign Language Academy of Wakaf UMI Foundation (ABA YW-UMI). Moreover, until now, there is no research conducted at this Academy about these areas.

## **B. Conclusions**

Based on the findings and discussion above, the researcher came to conclude. They are as follows:

1. The factors affected students' speaking performance in speech at Foreign Language Academy of Wakaf UMI Foundation (ABA YW-UMI) were listening ability, topical knowledge, anxiety, confidence, motivation to speak, pressure to perform well, time for preparation, and, time allowed to perform a speaking task.
2. The most factors affected students' speaking performance were topical knowledge, confidence and time for preparation.